

Members

Rep. Greg Porter, Chairperson
Rep. Duane Cheney
Rep. Clyde Kersey
Rep. Robert Hoffman
Rep. Phyllis Pond
Rep. Sue Scholer
Sen. Teresa Lubbers
Sen. Ron Alting
Sen. Kent Adams
Sen. Earline Rogers
Sen. Anita Bowser
Sen. Billie Breaux



INTERIM STUDY COMMITTEE ON EDUCATION ISSUES

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MEETING MINUTES¹

Meeting Date: October 7, 2002
Meeting Time: 1:00 P.M.
Meeting Place: State House, 200 W. Washington St.,
Room 404
Meeting City: Indianapolis, Indiana
Meeting Number: 3

Members Present: Rep. Greg Porter, Chairperson; Rep. Duane Cheney; Rep. Clyde Kersey; Rep. Robert Hoffman; Rep. Phyllis Pond; Rep. Sue Scholer; Sen. Teresa Lubbers; Sen. Ron Alting; Sen. Kent Adams; Sen. Earline Rogers; Sen. Anita Bowser; Sen. Billie Breaux.

Members Absent: None.

Chairperson Greg Porter called the meeting to order at 1:12 P.M. He introduced the interns from South Africa who are studying Indiana's legislative process.

Actions for Closing the Achievement Gap

The Chair called on Senator Billie Breaux to introduce Ohio Senator C. J. Prentiss. Senator Prentiss is the chairperson of the Committee on Elementary and Secondary Education for the National Black Caucus of State Legislators, "NBCSL". NBCSL members serving on state education committees attended the 2001 Symposium on Education held March 30 to April 1, 2002, in Gulfport, Mississippi. The document, "Closing the Achievement Gap", distributed at the last Committee meeting was developed at the symposium. According to Senator Prentiss particularly compelling to the legislators present at the symposium was the undeniable connection between one's quality of life and one's education. Prison and juvenile detention centers are over represented by people of color. The report was designed to be a guide on how

¹ Exhibits and other materials referenced in these minutes can be inspected and copied in the Legislative Information Center in Room 230 of the State House in Indianapolis, Indiana. Requests for copies may be mailed to the Legislative Information Center, Legislative Services Agency, 200 West Washington Street, Indianapolis, IN 46204-2789. A fee of \$0.15 per page and mailing costs will be charged for copies. These minutes are also available on the Internet at the General Assembly homepage. The URL address of the General Assembly homepage is <http://www.ai.org/legislative/>. No fee is charged for viewing, downloading, or printing minutes from the Internet.

to reduce the achievement gap.

Senator Prentiss told the Committee that it was important to hold schools responsible for implementing the federal No Child Left Behind Act. In implementing the act, schools must hire highly qualified teachers and paraprofessionals and reduce the achievement gap. Staff needs the resources and tools to work with students. Senator Prentiss taught second grade in a wealthy school district in Cleveland with a class size of 17 students. Her students went on trips to far away places on spring break. She was provided with five breaks during the week when speciality teachers came into her class to teach. She compared that with a friend of hers from an inner-city school that had 30 students and spent a whole day working on vowel sounds. She state that teachers need professional development and tools to work with students.

Senator Prentiss told the Committee that expectations and connecting with students are important. It is important not to assume that Johnny can only learn so much because of his social demographic characteristics. Some professional development needs to address building a better understanding of the community in which the students reside.

The Committee asked about equalizing opportunities when children come from different home environments. Senator Prentiss responded by telling the Committee that they could not control what goes on at home, but the state can control class size, after school programs, and the number of advance placement programs offered. The states need to make sure high quality teachers are available to schools. The Committee asked if Senator Prentiss had any secrets to putting funding in the budget. She distributed a document, Exhibit A, "Ohio Close the Gap Campaign: Building Shared Responsibility", explaining action being taken in Ohio to close the achievement gap. The campaign outlines the shared responsibility of elected officials, school districts, schools, teachers, parents, and students in closing the achievement gap. She has spent the summer in meeting with groups to build awareness of the achievement gap problem.

Candis Mitchell, paraprofessional at Indianapolis Public Schools, told the Committee that the requirement that a paraprofessional have an associate degree is very difficult with the salary currently being paid. She currently earns about \$500 a week during the school year.

Services to Expelled Students

Bill Dreibelbis, Indiana Council of Administrators of Special Education, distributed a report, Exhibit B, outlining work of the council's Committee on Alternatives to Suspension & Expulsion. He told the Committee it is important that students know what is appropriate behavior in school. Many children do not know the rules of behavior at school. The rules of conduct vary from school to home to interacting with friends. Mr. Dreibelbis stressed that prevention and key principles of managing behavior are important. Schools are required to provide services to expelled special education students. Various alternatives to suspension and expulsion are described in section six of the report. Mr. Deilbelbis described the report as a beginning point and not an end. The Committee asked if the report only focused on special education. Mr. Dreilbelbis responded that originally the committee focused on special education but the study was expanded to include all programs. The Committee also asked if the committee included people of color. Mr. Deibelbis told the Committee that it did not.

Dr. Jacquelyn Clency, Director of Alternative Education for the Indianapolis Public Schools, provided the Committee with a brochure, Exhibit C, describing programs being offered at Indianapolis Public Schools. The Committee asked about offenses other than possession of a dangerous weapon that carried an automatic one-year expulsion. Dr. Clency responded that possession of a dangerous weapon was the only offense that automatically received a one-year expulsion. The Committee asked the difference in suspension and expulsion. Suspensions are for up to 10 days, and expulsions are greater than 10 days.

Gaylon Nettles, State Attendance Officer for the Department of Education, told the Committee that the one-year expulsion is only for dangerous weapons. The Department of Education has information on their website listing alternatives.

Cathy Graham, IARCCA ... An Association of Children and Family Services, told the Committee her organization had about 20 programs offering day services to expelled students. The community should not leave students with time on their hands. Ms. Graham described community collaborative programs in Elkhart and Muncie. She requested that the dollars a school receives should go to providing services for students when they are expelled.

Don Holderman, Muncie Community School, described the collaborative program in Muncie. Muncie schools run the program with a three-year \$5 million grant from the Lilly Foundation. Services to expelled students are funded by part of the grant. The expulsion of a student is held in abeyance while the student attends the Youth Opportunity Center. The goal is for all expelled students to be enrolled in the program.

Jim Killen, Indian Youth Services Association, told the Committee that his organization had two concerns. The first was that the changes made in the expulsion process in 1977 did away with the parent's right to have an attorney present at the expulsion hearing and the second was that the threshold of tolerance by a school corporation needed to be standardized.

Roger Thornton, Indiana Association of School Superintendents, told the Committee his organization has researched when expulsions occur and there is not a preponderance of data that expulsion occurs immediately after the ADM count date. The zero tolerance for dangerous weapons is a federal law. Mr. Thornton also requested that if the funding follows the student, then it be should based on the revenue a school actually receives for the student and also on the number of days the student is served.

Education Adequacy Study

John Myers and Justin Silverstien, Augenblick & Myers, Inc., presented a summary, Exhibit D, of their full report entitled Calculation of the Cost of an Adequate Education in Indiana in 2001-2002 Using the Professional Judgement Approach, Exhibit E. Mr. Myers told the Committee that there are four methods for estimating adequacy: the "professional judgement" model, the "successful school" model, a model based on the cost of whole-school reform models, and a model based on statistical analysis of school revenue and expenditure data. States have most frequently used the "professional judgement" model and/or the "successful school" model. The study was designed to estimate the resources needed so that 80% of the Indiana students would perform at the proficient level or above on the ISTEP+ test. Meetings were held with school officials to estimate the resources that would be required for a prototype school to reach the 80% proficiency level. The results were compared with other states for reliability.

Mr. Silverstien told the Committee that due to the large difference of the size of schools in Indiana the study developed costs for three different sizes of school: small, average, and large. The study also includes the cost of eight additional professional development days for staff. The base cost for a small sized corporation was \$7,365, \$7,142 for an average sized corporation, and \$7,094 for a large corporation. Costs were added for special needs children and hard-to-serve children.

Mr. Myers, in responding to the question about whether this approach was used by other states and which is the best mode to use, told the Committee that the method had been recently used in Maryland and, while the statistical model is the best, the "professional judgement" model is the most frequently used model.

Senator C.J. Prentiss told the Committee that Ohio had used the “successful school” model to estimate adequacy, but that her state is back in court challenging that approach as inadequate. She further lamented that having seen the components of the “professional judgement” model, she wished Ohio would have adopted this approach.

National Board Certified Teachers Program in Indiana

Dr. Linda Hauser, Indiana University, provided the Committee with an overview of the National Board of Certification Program. North Carolina has more than 3,000 board-certified teachers. North Carolina also provides a bonus of 12% of the teacher’s salary for the life of the national board certification. Dr. Hauser told the Committee that 91% of the participants in the program said it had a positive effect on their teaching and about 69% of the teachers saw a positive change in student performance. She would recommend the Committee look at how professional development resources are allocated. She also added that the Committee should look at long-term professional development and not focus on only adding professional development days to the school calendar.

Chairperson Porter distributed copies of PD 3580, Exhibit F, and a proposed amendment, Exhibit G, to the PD. PD 3580 creates a 32-member Commission for Superior Academic Achievement. The commission would report back to the General Assembly by December 1, 2004, on recommendations to eliminate the gaps in achievement levels of student sociodemographic subgroups and on recommendations to improve achievement to advanced levels. The Committee approved the amendment on a voice vote.

The report, with modification to reflect today’s testimony, was approved by a voice vote.

There being no further business to conduct, the meeting was adjourned.